DOCUMENT RESUME

ED 163 510 CS 204 586

AUTHOR Dvorak, Jack
TITLE Secondary School Newspaper Adviser's Job Satisfaction: A Factor in Press Freedom.
PUB DATE Aug 77
NOTE 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Censorship; Communication (Thought Transfer); *Educational Research; *Faculty Advisors; Freedom of Speech; *Job Satisfaction; Journalism Education; Principals; *School Newspapers; Secondary Education; Surveys; *Teacher Administrator Relationship; Teacher Certification
IDENTIFIERS Missouri

ABSTRACT

High school journalism advisers and principals in Missouri responded to questionnaires designed to discover the relationship between job satisfaction for journalism advisers and freedom of expression permitted in the school newspaper. The responses of 88 pairs were used to allow for a study of the adviser/principal relationship as it pertained to the job satisfaction of the adviser. Job satisfaction scores of the advisers were compared with scores on their perception of communication conditions with the principal, the types of news the principal allowed to be printed, the topics allowed, the overall censorship situation, and whether or not the advisers were certified to teach journalism. The job satisfaction scores were then compared to corresponding principals' scores in areas of symbaditic communication and to principals' rankings of their own management styles. The conclusions were that job satisfaction relates significantly to censorship, communication conditions, certification, and symbaditic communication. (TJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163510

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SECONDARY SCHOOL NEWSPAPER ADVISER'S JOB SATISFACTION: A FACTOR IN PRESS FREEDOM

Jack Dvorak

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jack Dvorak

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Department of Communication

Northeast Missouri State University

A paper submitted for presentation at the annual convention of the Association for Education in Journalism, University of Wisconsin, Madison, Wisconsin, August, 1977.

CS 204 586

Secondary School Newspaper Adviser's Job Satisfaction: A Factor in Press Freedom

School newspapers are produced by high school students within the context of educational organization. Immediately above these student journalists in the organizational hierarchy is the newspaper adviser (who is often also the journalism teacher in schools where that course is taught), and the school principal, to whom the adviser is accountable.

While some school papers have been candid in coverage of school issues, other have not; the adviser-principal relationship, as examined by isolating the job satisfaction of the adviser, is thought to have great influence on the freedom of the high school press.

Job satisfaction can be thought of as one part of an organizational climate in a secondary school, and it pertains to the perceptions the newspaper adviser has about his/her state as an individual within the school organization. In the present study, the adviser assessed internal feelings, which included evaluations of experiences and events, and was able to indicate perceptions and interpretations of job satisfaction based on a personal system of values. The result is a summary of the adviser, not a summary of the entire organization.

The school newspaper adviser is a person caught, seemingly, in the middle of school role expectations and personal needs-fulfillment at times. He/she is a school official hired by the board of education and paid by public monies (or by clients' tuition in the case of private schools). Therefore, he/she can "no more abridge students' First Amendment rights than can an administrator."[1] Also, in the complicated role, as adviser the person must be committed to helping students perceive rights and responsibilities, and must let them learn by trial and error--even though he/she must also strive to have produced the highest quality newspaper.[2]

Censorship. The variable of censorship is thought to play an important role in the relationship of adviser and principal. While it cannot be assumed that all advisers accept or advocate total application of First Amendment principles to the high school press, it is presumed that those advisers who work in autonomous situations, in which the principals do not participate in control of the contents of the school newspaper, perceive their job satisfaction as being more acceptable than those advisers who must cope with principals who interfere with the papers.

The highest level of principal interference with school newspapers is that of censorship because of the constitutional factors involved. While many other factors determine the adviser-principal relationship regarding the operation of the school newspaper, the censorship area is the decidedly most crucial.

The Commission of Inquiry into High School Journalism recently reported that censorship of high school newspapers and other restraints are so widespread in America that any achievements are liable to be overlooked. It found that censorship was a matter of school policy throughout the United States, even though it was not always stated or implied.[3]

A study of 326 advisers across the country by the Commission showed that 36% were subjected to limitations on subject area of coverage in school newspapers.[4] Campbell reported that almost half of the schools surveyed in a 12-state area in 1972 had some kind of censorship in newspaper publishing. Thirty-six per cent of the principals and 49% of the advisers in that study reported that the paper could publish typical news content, but editors understood certain types of news items that were not to be published.[5]

In the current study of advisers in Missouri secondary schools, 38 of 86 (44%) said some restraint by principals was exerted in the types of news (favorable or unfavorable about the school) that could be printed. Topics of school newspaper coverage (such as school disruptions, sexual relationships, drugs, school policies, and student power) were restricted by principals, according to 31 of 83 (37%) of the advisers. Of 86 advisers who responded to the question of overall censorship, 35 (41%) listed censorship as a real or potential problem in their schools.

Job Satisfaction. A nine-item scale was used to measure intrinsic rewards of the work of advisers as they perceived it. These can be thought of as any which are near the top of Maslow's hierarchy of needs (such as self-esteem and self-actualization).[6] The ideal school situation for the adviser would be one in which the perception of job satisfaction would be in a balance, with extrinsic rewards providing necessary physical motivation and contentedness along with the intrinsic satisfaction.

The provisions of the advising situation set by the school are not necessarily constants of some predetermined master plan of success. Each adviser has different needs, and each will not accept the same approaches to education. The lower-order needs, such as pay, promotions, status, and security, help mediate the individual differences.

However, the adviser as a professional will constantly strive to fulfill the higher-order needs, such as approval, acceptance, a sense of personal worth, power and self-fulfillment, through the advising position.[7] When the school organization helps the adviser fulfill his own goals, then high job satisfaction will result.

Because job satisfaction seems to be related to challenging work calling for specialized skills and responsibilities, it follows that productivity and job performance would increase as the intrinsic factors of the job are actualized.

A study by Koplyay and Mathis concluded that schools having a more open climate, as indicated by the Organizational

Climate Description Questionnaire, were more likely to have high cooperation between principals and teachers regardless of salary schedule, an external motivater.[8] When the teachers sensed an environment of cooperation, assistance, guidance, and social need satisfaction with regard to the principal, the salary plan was not a significant concern.[9]

Quality of education depends on the coordination of the creative efforts of advisers and principals. Production of job satisfaction in advisers seems to be an important task of the school administrator to realize full organizational potential.

Job satisfaction in this study is based on concepts developed by Chung in his study of job satisfaction of teachers.[10] The subjective judgment of newspaper advisers was measured regarding their state of feelings related to their advising duties. Job satisfaction can be defined as the extent of satisfaction as perceived by advisers of their social and psychological needs that result from their jobs in the educational organization.

The nine-item test of job satisfaction basically evaluated intrinsic satisfiers because they were assumed to be the true indicators of satisfaction (Table 1). Factor analysis revealed three factors, all consistent with the concept of intrinsic qualities described thus far. Factor 1, work contentedness; Factor 2, peer friendship; and Factor 3, personal involvement; measured the intrinsic satisfaction (Table 2).

High work contentedness, high peer friendship, and high personal involvement indicated much job satisfaction. Conversely, little contentedness, few friendships and little personal involvement produced low job satisfaction. Items 1, 3, 5, and 8 on the test were stated in the negative and were inversely scored in comparison with items 2, 4, 6, 7, and 9; thus, incongruency of items within each of the three factors can be explained.

Advisers with high job satisfaction, it is conceptualized, would be more accepting of organizational goals because they would be highly similar to their own. The implication here is that management style of the principal will greatly affect the job satisfaction of the adviser. The satisfactory expeiences and environment that are stimulated by the principal and nurtured through the principal-adviser relationship result in quality schools in which there is high adviser-centered management style of principals and high job satisfaction of advisers.

Thus, the newspaper adviser-principal relationship is thought to have effects on the goals of the organization as they pertain to the function the school newspaper has in the education of students. The relationship, if positive, will help assure that students' rights are protected and that democratic principles are able to be studied and applied realistically. If negative, the relationship will not elimsuch barriers, thus causing conflicts over basic educational goals. The freedom of the press issue lies at the center of adviser-principal relationships.

Method

Questionnaires were sent to principals and newspaper advisers in 1975 in all 183 Missouri secondary schools that had accreditation by the North Central Association of Colleges and Secondary Schools. Eleven schools reported that there was no regular, official school newspaper published in their schools. Of the 172 remaining schools, 133 principals (77%) and 113 advisers (66%) responded. However, because the study was based on the adviser-principal relationship as it pertained to job satisfaction of the adviser, only 88 pairs (51%) of the questionnaires were used in the analysis.

Range of scores on a five-point scale of job satisfaction was 2.00 to 4.56. For use in tests of comparison, these mean scores were recoded so that three distinct groups of advisers emerged: those low in job satisfaction (mean scores 2.00 to 3.22); those medium in job satisfaction (mean scores 3.33 to 3.89); and those high in job satisfaction (mean scores 4.00 to 4.56). The grand mean for 88 advisers was 3.56 with a standard deviation of 0.57. The three groups categorized reflect divisions made in accordance with the overall mean and standard deviation. Numerically, the low job satisfaction group includes 28 advisers (31.8%); the medium group includes 36 advisers (40.9%); and the high group includes 24 advisers (27.3%).

Job satisfaction scores of advisers were then compared with other scores on their tests, including their perceptions

of communications conditions with the principal, the types of news the principal allowed to be printed, the topics allowed, the overall censorhip situation, and whether they were certified in journalism. Additionally, job satisfaction scores of advisers were compared to corresponding principals' scores in areas of symbaditic communication (based on the ordering of communications inventories--things discussed pertinent to school operations--that were categorized in the study by product-moment correlations between advisers and principals as high positive, low positive, high negative, or low negative). Principals' rankings of their management style also were compared with the advisers' perceptions of their job satisfaction.

Results and Discussion

Censorship of school papers and adviser job satisfaction are significantly related (Table 3). There is a difference between the high, medium, and low adviser means of job satisfaction and the adviser's perception of the school principal's participation in not allowing certain types of news to be printed in the school newspaper.

Where advisers' job satisfaction is low a much greater frequency of news control is present by principals. Where job satisfaction is medium or high, advisers generally do not seem to have interference by principals with regard to the type of news that is reported in the newspapers. Also, comparatively few advisers with high job satisfaction rated

their principals as restricting certain types of unfavorable news from being covered in the newspaper while many low and medium job satisfaction advisers disclosed some restraints on the type of news allowed by principals.

Closely related to Table 3 is the corollary examining adviser job satisfaction and specific topics not allowed by the principal (Table 4). There is a significant relationship between adviser job satisfaction and advisers' perceptions of certain topics not being allowed in the newspaper by the principals. Advisers with high job satisfaction tend to have no restrictions on the types of topics that principals allow in the paper; the advisers low in job satisfaction tend to have a comparatively high proportion of restraints of certain topics as relayed to them by principals.

Overall climate of censorship is recorded in Table 5. There is a significant difference between advisers' job satisfaction means and their ratings of censorship as a problem, a potential problem, or no problem at all. The data seem to indicate that a greater problem with censorship exists in schools with advisers who are low in job satisfaction; medium and high job satisfaction advisers indicate with greater frequency that they have no censorship problems.

For insight in intrinsic satisfiers, it was also speculated that advisers who were certified to teach journalism (15 semester hours in Missouri) would be more satisfied with their jobs as advisers than those who do not have the training

that accompanies certification requirements (Table 6). However, all levels of satisfaction are closely represented in the certified column; it is in the high area of satisfaction and lack of certification that the number seems particularly low.

Analysis of Table 7 reveals that both high positive and high negative symbaditic communication relationships between advisers and principals tend to be ranked high also in adviser job satisfaction. The low negative group of advisers tends to rank its job satisfaction as lower than advisers in either of the high groups. The low positive group tends to rank job satisfaction as medium or low in the majority of cases.

It is surmised that the high intensity of communication, whether negative or positive, could account for the apparent high degree of job satisfaction of those advisers in either of the high symbaditic groups. Conversely, those in either of the low-intensity groups tend to rank themselves as low or medium in job satisfaction, with the low negative group gravitating most consistently toward the low job satisfaction.

There is also a significant difference between the high, medium, and low adviser means of communication conditions that they perceive within their principals and the high, medium, and low means of adviser job satisfaction (Table 8). A greater number of advisers who are highly satisfied with conditions of communications are also highly satisfied with their jobs as advisers than are those who ranked low. The medium advisers in communications conditions are about evenly split with regard to job satisfaction, as are the medium-satisfied advisers with communications conditions.

After principals were divided according to management style and advisers in each school were divided by their job satisfaction, a significant difference between the high, medium, and low principal means of adviser-centered management style and the high, medium, and low adviser means of job satisfaction resulted (Table 9). Most of the apparent differences existed in the high principal groups. Principals high in management style tended to have advisers who rated high in job satisfaction; principals low in management style toward advisers tended to have about an even distribution among the job satisfaction means as did principals in the medium adviser-centered management style groups.

Conclusions

Job satisfaction of high school newspaper advisers seems to be a key variable related to censorship of the school press by principals.

Because job satisfaction relates significantly to censorship, communications conditions, certification and symbaditic communication, these areas ought to be fully explored by principals and advisers in their work in schools. For example, advisers who have the interest should be encouraged to become certified to teach journalism--thus gaining added expertise in newspapering. An openness of communication between the two, perhaps leading to high positive symbaditic communication, also tends to create an environment for job satisfaction. The tendency for the school to have a free press would be much greater when advisers indicate job satisfaction.

Principals' understanding of intrinsic satisfiers and their application of those qualities to their relationships with newspaper advisers will help assure the adviser that satisfaction which is characteristic of personal needs-fulfillment within the school organization. Apparently, the lack of censorship on the part of the principals creates a degree of intrinsic satisfaction for advisers. Also, because of the significant positive relationship between high job satisfaction and high adviser-centered management style on the part of principals, the principals' perceptions of this type of management style seem equally important to the assurance of a setting for job satisfaction of the adviser.

Footnotes

[1]Robert Trager, Student Press Rights: Struggles in Scholastic Journalism (Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills, 1974), pp. 72-3.

[2]Ralph L. Sellmeyer and Billy I. Ross, "Realities of Scholastic Journalism," NASSP Bulletin 59: 15 (February, 1975).

[3]Jack Nelson, Captive Voices: High School Journalism in America. The Report of the Commission into High School Journalism (New York: Schocken Books, 1974), pp. 3-49.

[4]Ibid., p. 191.

[5]Laurence R. Campbell, "Newspaper Guidelines for High School Journalists," (Bethesda, Md.: ERIC Microfiche Collection, ED 074 517, 1972), p. 20.

[6]Wayne F. Cascio, "Value Orientation, Organizational Rewards, and Job Satisfaction," (Bethesda, Md.: ERIC Microfiche Collection, ED 082 057, 1973), p. 12.

[7]Ki-Suck Chung, "A Study of Management Styles in Educational Organizations," (Ph.D. dissertation, University of Michigan, 1968), p. 17.

[8]Janos B. Koplyay and Claude B. Mathis, "The Relationship Between Teacher Morale and Organizational Climate," (Bethesda, Md.: ERIC Microfiche Collection, ED 012 266, 1967), p. 6.

[9]Ibid.

[10]Chung, op. cit.

TABLE 1

Job Satisfaction Factor Loadings after Hand Rotation

Item	Factor I'	II	III'
1. I do things at school that I wouldn't do if it were up to me.	.625	.126	.075
2. I find my job very exciting and rewarding.	.545	.296	.200
3. In the long run, it is better to be minimally involved in school affairs.	.380	-.028	.520
4. I feel close to other teachers in this school.	.210	.849	-.100
5. I really don't feel satisfied with a lot of things that go on in this school.	.785	.194	-.220
6. Some things I do here don't make much sense to me.	.600	.132	.010
7. I feel involved in a lot of activities that go on in this school.	.290	.268	.450
8. I feel some basic things need to be changed for this school to improve.	.660	.188	-.240
9. As far as I know, I am well liked by my colleagues.	.215	.468	.160

TABLE 2

Factors Related to Job Satisfaction

Factor	Item	Factor Loading
I.	Work Contentedness	
	1. I do things at school that I wouldn't do if it were up to me.	.625
	2. I find my job very exciting and rewarding.	.545
	5. I really don't feel satisfied with a lot of things that go on in this school.	.785
	6. Some things I do here don't make much sense to me.	.600
	8. I feel some basic things need to be changed for this school to improve.	.660
II.	Peer Friendship	
	4. I feel close to other teachers in this school.	.849
	9. As far as I know, I am well liked by my colleagues.	.468
III.	Personal Involvement	
	3. In the long run, it is better to be minimally involved in school affairs.	.520
	7. I feel involved in a lot of activities that go on in this school.	.450

TABLE 3

Crosstabulation of Job Satisfaction Means
By Types of News Principals Allow to be Printed

Job Satisfaction Means	Favorable or Unfavorable	Some Restraint	
Low	6	21	(27)
Medium	23	12	(35)
High	19	5	(24)
	(48)	(38)	86

$X^2 = 19.055$ df = 2 $p < .001$

TABLE 4

Crosstabulation of Job Satisfaction Means
By Topics Principals Allow to be Printed

Job Satisfaction Means	Restrictions of Topics? Yes	No	
Low	15	11	(26)
Medium	12	21	(33)
High	4	20	(24)
	(31)	(52)	83

$X^2 = 8.999$ df = 2 $p < .05$

TABLE 5

Crosstabulation of Job Satisfaction Means
By Situation for Publication

Job Satisfaction Means	Censorship		
	No Problem	Potential Problem	
Low	10	18	(28)
Medium	25	10	(35)
High	16	7	(23)
	(51)	(35)	86

$X^2 = 9.5913$ df = 2 $p < .01$

TABLE 6

Crosstabulation of Job Satisfaction Means
By Advisers' Certification In Journalism

Job Satisfaction Means	Certification		
	Yes	No	
Low	15	13	(28)
Medium	20	15	(35)
High	20	4	(24)
	(55)	(32)	87

$X^2 = 5.992$ df = 2 $p < .05$

TABLE 7

Crosstabulation of Symbaditic Communication
By Job Satisfaction of Advisers

Symbaditic Communication	Job Satisfaction Low	Medium	High	
High Positive	4	3	9	(16)
Low Positive	9	19	6	(34)
High Negative	2	2	6	(10)
Low Negative	11	6	5	(22)
	(26)	(30)	(26)	82

$X^2 = 17.664$ df = 6 $p < .01$

TABLE 8

Crosstabulation of Communications Conditions Means
By Job Satisfaction Means of Advisers

Communications Conditions Means	Job Satisfaction Means Low	Medium	High	
Low	17	10	2	(29)
Medium	8	11	8	(27)
High	3	13	14	(30)
	(28)	(34)	(24)	86

$X^2 = 19.52$ df = 4 $p < .001$

TABLE 9

Crosstabulation of Management Style Means
By Job Satisfaction of Advisers

Management Style Means	Job Satisfaction Means			
	Low	Medium	High	
Low	7	8	8	(23)
Medium	14	13	13	(40)
High	1	8	16	(25)
	(22)	(29)	(37)	88

$X^2 = 10.336$ df = 4 $p < .05$